

Unit: **Center for Public Service** Date: January 20, 2004

Person Completing the Information: Stanley R. Ingman, ingman@scs.unt.edu

Head of Unit: Stanley R. Ingman, ingman@scs.unt.edu

I. Mission

The Center for Public Service sponsors and promotes service programs, teaching curriculum and applied research that strengthen the social, environmental and economic sustainability of communities in Denton, the State of Texas, Mexico and beyond. The integration of environmental, enterprise and educational components of community life define our strategy in building more sustainable communities in partnership with local citizens.

The Center for Public Service integrates students and faculty into service, educational and research roles in Texas and Mexico that relate to their academic studies.

II. Previous Evaluation of the Units

In 1982, the Center for Public Service housed Criminal Justice, Social Anthropology, and Behavior Analysis. Its function became obsolete when these units become full programs and departments in 1980s and 1990s. In 1995, Dean Daniel Johnson asked Dr. Ingman to re-establish the Center as a community outreach program at the School of Community Service. Dr. Ingman was Director of the Texas Institute for Research and Education on Aging (TIREA, established in 1991 as University Center) and thus incorporated its program into CPS in 1995. In 1997, TIREA established the National Academy for Teaching and Learning about Aging (NATLA) as a University Center in partnership with the College of Education and the School of Community Service. In 1997, the State awarded the Center for Public Service, some \$100,000 of line item funding per year to establish the Educational Consortium on Volunteerism.

Under the Sunset Review process the Center was evaluated in 2000. In meetings with the Provost David Kesterson and Dean David Hartman, the Center was asked to continue its outreach roles by integrating more faculty and students into its programs. With a significant percentage of its program support coming from external funding, we are evaluated by external reviewers.

III. Statement of Expected Outcomes

A. 2003-04 Expected Outcomes

1. Expand the engagement of students in volunteerism and non-profit management service and education.
 - a. Increase enrollment in Volunteer and Community Resources Management Certificate (on-line) program classes and employment of our students. We expect

that by December 2005, 25 additional students will complete the certificate program, 20% of the students with the certificate will be employed in that capacity, 60% of students will service as resources in their community, and all of the competencies as identified by the profession will be represented in the course offerings.

- b. Strengthen our American Humanics Chapter on campus through: enhanced role and structure of the Community Council Advisory Board; increased awareness of the program on campus; a clear fund development plan to ensure sustainability; and a determination of benchmark measures for the number of students obtaining AH certification.
 - c. Expand the number and quality of classes on campus with a service learning component. We expect to double the number of faculty that use Service Learning as a teaching methodology with a corresponding increase in students enrolled in the service learning classes; and improve the quality of relationships among community partners.
2. Expand University involvement in youth education in the region, e.g., mentoring/tutoring in schools, after-school programs and alternative schooling programs.
 - a. Expand the number of federal work-study students involved in educating youth in Denton and Dallas Counties.
 - b. Expand the number of sites where after-school programs and tutoring/mentoring is done.
3. Expand University involvement in the creation of energy efficient and “green” affordable housing and office construction in the region.
 - a. Increase our integration into the issues of creating affordable housing groups in Denton and this region.
 - b. Increase the number of educational program related to affordable energy and efficient housing.
4. Expand University engagement of students, faculty and staff into improving older adult well-being and service programs in the region.
 - a. Expand the number of sites where professional and citizen education programs related to older adult care occur in the region.
5. Expand University involvement in community development efforts in Mexico in partnership with the Center for US/Mexico Alliance for Community Development.

- a. Support the expansion of field schools in Mexico and the number of conferences that focus on US/Mexico cooperation.
- b. Increase the resources to strengthen our outreach to communities and universities in Mexico.

IV. Measuring Expected Outcomes

Outcomes or the strength of results expected are measured by creation of traditional annual reports or sunset review reports that are submitted to the Dean of the School of Community Service and others. Some components that involve student participation are done by traditional course evaluation where appropriate. Additionally, the following measures will be utilized:

Regarding A.1: Expand the engagement of students in volunteerism and non-profit management service and education.

1.a. Increase enrollment in Volunteer and Community Resources Management Certificate (on-line) program classes and employment of our students through the verification of the number of certificates earned; surveys via mail and phone calls to former students to measure employment and service to community organizations; and a formal review of course curriculum by faculty and community members.

1.b. Strengthening of the American Humanics chapter on campus through written evaluative input from three well-established AH programs in nation; documentation of the numbers of presentations by American Humanics director and staff to classes, faculty, and community partners via a reporting form; the collection and compilation of on-campus referral forms used by academic advisors; the submission of a minimum of 5 grant proposals using a developed standardized template; the compilation of the internship site list; and verification of the numbers of students receiving the certification.

1.c. Expand number and quality of classes on campus with a service learning component by increasing by 20% the number of presenter workshops, consultations, and training for faculty; monitoring the distribution of information on service learning and scholarship information to advisors; compiling results of agency-completed evaluations of students placed in community organizations; and assessing through evaluations the satisfaction of the twice yearly trainings to community partners.

V. Use of Assessment Results

1. Educational Consortium on Volunteerism (established in 1997 as a line item at UNT) is assessed every two years, as to its value to UNT and Texas.
 - a. The Certificate program created in 1999 is now endorsed by the Association for Volunteer Administration (AVA), the premium professional organization for

volunteer managers in the US. Some 800 credit hours are generated per year by the on-line classes that make up the Certificate program. UNT's distant education program has deemed our course offerings as some of the best on-line classes offered by UNT. Because of interest in proposal preparation classes and fundraising issues, two new classes were developed in 2002-03: one on proposal writing and grant administration, and one on philanthropy and fundraising. A third class in Public Service Careers has also been developed as an Internet course. All three of these classes are now available on-line and complement the five already established courses in volunteer and community resource management. Feedback from students, professionals, and community organizations will inform and direct any changes in the curriculum.

- b. Under the direction of Tena Burley, American Humanics Campus Director, the American Humanics chapter at UNT now has approximately fifty student members. More than 10% of these students raise their own funds to attend national meetings every year. The chapter conducts local community service projects every month. Many of these students take classes from the on-line courses that make up the certificate program. Again, feedback from students, community organizations, academic advisors, and faculty will inform and direct any changes made to the program.
 - c. Service Learning has expanded on campus, and UNT is deemed to be one of the most progressive universities in the region with regard to the number and quality of service learning classes. Dr. Harriet Cohen and Dr. Phyllis Newman recently received a national award to expand their service learning classes. An advisory committee of eight faculty from all colleges at UNT provide guidance to the Service Learning program in the Center. Feedback from advisory committee, faculty, students, and community organizations will inform and direct any changes made in the program.
2. Mentoring, Tutoring and Afterschool Education
 - a. We have moved from approximately thirty FWS students active in the youth education to now having approximately sixty FWS students active in youth education.
 - b. We operate our own after-school program at the Phoenix Apartments for residents of southeast Denton with twenty-four FWS students and a supervisor, funded by US-HUD funding. We have thirty-six FWS students plus volunteers in three after-school action sites, five Pre-K non-profit schools in Denton, two middle schools, at the Owsley Community School After-School site (west of the campus), and in one alternative non-profit school in Denton. The College of Music, Department of Behavior Analysis, the UNT Volunteer Center, the Office of Diversity - Outreach Center, and the College of Education are partners with us in many of these sites.
 3. Cooperation with Affordable Housing Programs in the region

- a. We assisted the Denton Affordable Housing Corporation, Inc. in securing \$44,000 from the Texas Housing and Community Affairs to conduct workshops and mini workshops in the area of Affordable Housing in partnership with CPS/UNT. We are partnering with the Denton Housing Authority on a new project to create 150 new energy efficient housing units in Denton in 2004.
 - b. In October 25, 2003 the first conference on energy efficient green construction was held at UNT. Workshops are to be held in Gainesville, Sanger, Lewisville, Lancaster, Denton and Frisco in the next six months. We are assisting Denton Affordable Housing with the development of 10 acres of new homes that will be energy efficient in Denton. Our second major workshop is to be held in Lancaster on June 1, 2004 in partnership with UNT-Dallas.
4. Expand Geriatric and Gerontology Education in the North Texas Region.
- a. By integrating our program with the Prairie Area Health Education Center that covers 13 counties surrounding the metroplex, we have expanded our outreach role. We plan to send ten trainees to the PDI at Baylor in Houston in April from the care facilities in our AHEC region.

With the integration into the AHEC network we now have access to schools in 13 Counties, and thus we have the potential to integrate social gerontology under the banner of the our National Academy of Teaching and Learning About Aging (NATLA.) A new proposal to the Retirement Research Foundation is being developed for submission in Spring 2004.

5. Community Development in Mexico
- a. Five Field Schools in Mexico have occurred annually under the direction of Syl Flores. Increasingly, they have mostly occurred in the State of Jalisco and more specifically in the village of Mazamitla.
 - b. Community Development efforts are focused heavily in Mazamitla also; however, three regions have emerged as primary concerns. In January these regions participated in a week-long series of field trips and conference sessions (10 visitors). The regions are the Mazamitla mountain region, State of Colima, and the region defined by Barca on West, Atotonilco on north and Chapala on the west.

We have submitted a joint grant to expand an educational program in sustainable development with the University of Colima. The NAFTA Center at UNT, with assistance from CPS, has expanded our collaboration with the University of Colima to include the College of Business Administration.

In the Fall of 2003, EPA Region 6 loaned Al Coy, MS, to CPS for two years to assist with expanding our US/Mexico Collaboration. This reflects an award of roughly \$200,000 added to resources at the Center to expand our programming in Mexico.

We also participated in a sustainable conference on November 27th and 28th, 2003 in Ocotlan near Lake Chapala that was sponsored by the University of Guadalajara at Ocotlan and Barca.

Hewlett-Packard and Kroger will visit Mazamitla to possibly establish joint programs with UNT in February of 2004. We have submitted a preliminary proposal for some \$500,000 per year to support our community development efforts in these three regions.

VI. Changes Made Based Upon Assessment Results

Success and failure of particular programs depends upon external funding we secure or are denied. NATLA, for example, after receiving three grants of over \$100,000 per year has not received any major funding for some two years. We have shifted away from the local schools as a focus and decided to work with small community groups as potential partnerships. Thus, we decided that a partnership with Girl Scouts may be more effective and manageable than with a local school or group of schools.

Because of the small grant (\$15,000) from the Greater Alzheimer Association in Dallas is being discontinued we have closed our Alzheimer education program office.

Because of the success of the certificate program we are expanding our efforts to market this program nationally, and to possibly offer a separate and new Certificate in Fundraising.

Our Mexico outreach effort has become much more viable as the field schools in Mexico have introduced us to new opportunities for funding, therefore we are moving toward a much more explicitly community development focus.

Signature of Person Completing the Form:

_____ Date _____
Stanley R. Ingman, Ph.D.

Signature of Unit Head after Reviewing the Form:

_____ Date _____
Stanley R. Ingman, Ph.D.